

Home Learning KS1 Week Beginning: 22nd June 2020

Class Blogs

On Purple Mash each class has set up a class blog that will allow the children to share any of the amazing things they are doing at home, from a completed jigsaw puzzle to a fantastic piece of artwork we would love to know what the children are up to. The children can get to the blog by logging on to Purple Mash and the clicking the sharing icon on the top left tool bar then selecting shared blogs and the blog should be listed there. Once you select this your children will be able to post comments and see what others have been doing. Please note that posts need to be approved and therefore will not appear immediately. We will aim to approve comments at least once a day as well as post ourselves so the children can see what we are up to too.

Reminder that the children have access to **Numbots** for both Year 1 and 2 and **TTRS** for year 2. These are a good way to develop fluency in maths therefore we would like the children to log on to these at least twice a week if possible.

Maths

For the rest of the summer term, the children will be following the WhiteRose maths scheme as work which we currently use in school. For each lesson there will be a link to an online explanation video, which will then be followed up with a worksheet of questions (as seen below). It is important that your child watches the video first as this explains how the problem should be solved.

Year 1 - Capacity <https://whiterosemaths.com/homelearning/year-1/>
Lesson 1: Week 6 (w/c 1st June) Lesson 3 - Introduce capacity and volume

1 a) Match the picture to the label.



empty
almost full
almost empty
full

b) Show 'almost full' and 'almost empty' another way.



almost full

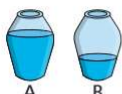


almost empty

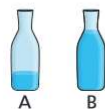
2 Choose a word to complete the sentence.

more

less



A has _____ than B.



A has _____ than B.

3 Show the volume in each glass.

- A is nearly full.
- B is nearly empty.
- A has more than C.
- C has more than B.



A



B

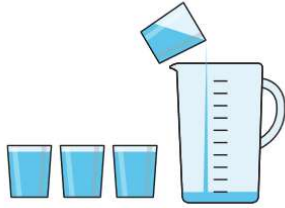


C

Compare answers with a partner.

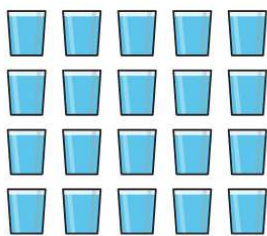
Lesson 2: Week 6 (W/C 1st June) lesson 4 - Measure capacity

- 1 4 glasses of water fill 1 jug.



a) How many glasses will fill 2 jugs?

b) Eva uses 20 glasses of water.



How many jugs can she fill?

Eva can fill jugs.

- 2 Teddy pours these 6 glasses of juice.

He uses a whole bottle of juice.

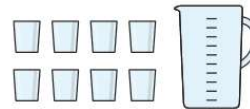


The bottle has a capacity of 6 glasses.

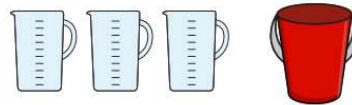
Do you agree with Teddy? _____

Talk about it with a partner.

- 3 It takes 8 glasses of water to fill a jug.



It takes 3 jugs of water to fill a bucket.



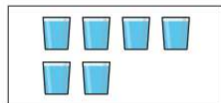
How many glasses of water fill a bucket?

What else can you find out?

Lesson 3: Week 2, lesson 1 - Compare capacity

- 1 How many glasses of water will fit in each jug?

Match the jugs to the glasses.



- 2 Write <, > or = to compare the capacity of the containers.

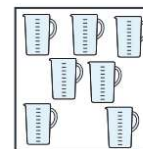
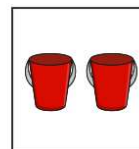
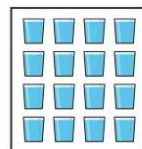


- 3 8 glasses of water fill 1 jug.

3 jugs of water fill 1 bucket.

Which group of containers holds more water?

Tick your answer.



Lesson 4: Week 6 (W/C 1st June) - Friday maths challenge:

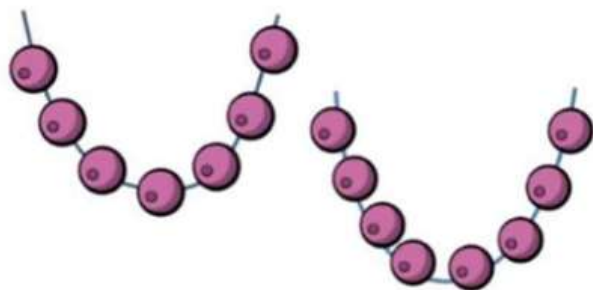
Challenge 2

George is thinking of a 2 digit number.

Challenge 1

Sal has 20 beads.

She uses some beads to make these two necklaces.



How many beads does she have left?



My number is in the 5 times table.



My number is less than 80



The sum of the digits is 9

What number is George thinking of?

Year 2 - Shape <https://whiterosemaths.com/homelearning/year-2/>

Lesson 1: Week 8 (w/c 15th June) Lesson 1 - Count sides and vertices on 2D shapes

1 Complete the sentences to describe the shapes.

a)



A pentagon has sides.

b)



A triangle has sides.

c)



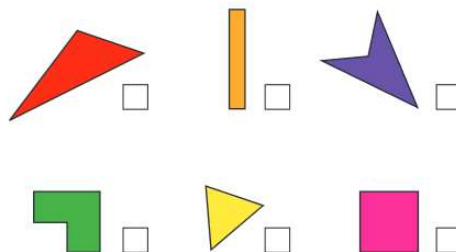
A has sides.

d)



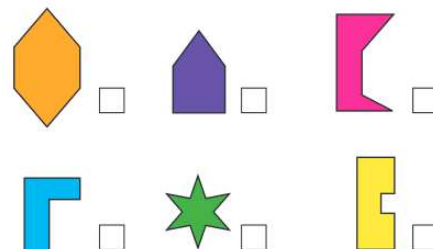
A has sides.

2 Tick the 4-sided shapes.





Did your partner tick the same shapes?

3 Tick the 6-sided shapes.



Compare answers with a partner.

4 Complete the table.

Name	Shape	Number of sides
		
		3
pentagon		
		6
square		
		8
		

5



This shape is a triangle.

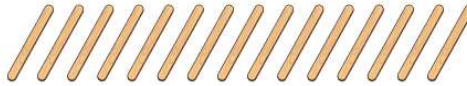


Is Amir correct? _____

How do you know?

6

Use 15 lolly sticks to make three shapes.



Draw your shapes.



Did your partner make the same shapes?

What happens if you use more or fewer lolly sticks?

1 Complete the sentences to describe the shapes.

a)



A pentagon has vertices.

b)



A triangle has vertices.

c)



A has vertices.

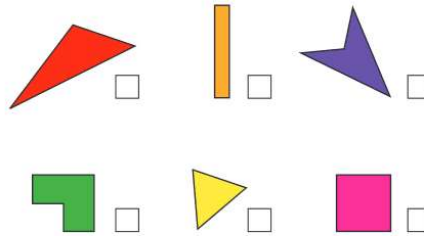
d)



A has vertices.

2

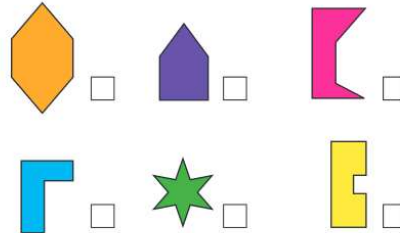
Tick the shapes with 4 vertices.



Compare answers with a partner.






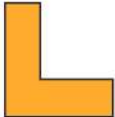
3

Tick the shapes with 6 vertices.



Talk to a partner about your answers.

4 How many vertices does each shape have?

- a) 
- b) 
- c) 
- d) 
- e) 
- f) 

How did you count the vertices?

5



My shape has more vertices than a triangle, but fewer than a hexagon.

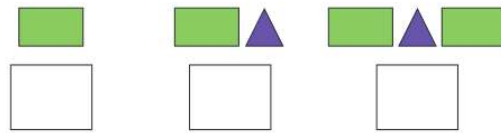
What shape could Ron have? _____

Compare answers with a partner.

6

Rosie is making a pattern out of shapes.

a) How many vertices are in each term of her pattern?



b) What do you notice?

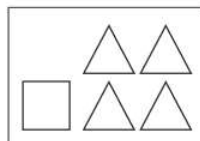
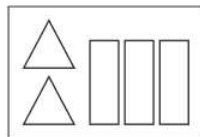
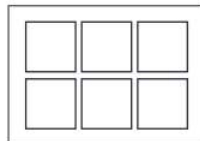
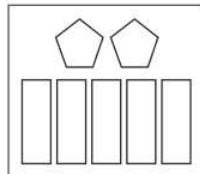
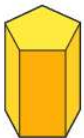
c) How many vertices will the next term have?

d) Create your own pattern with shapes.





Count the number of vertices in each term.

Lesson 2: Week 8 (W/C 15th June), lesson 2 - Count faces, edges and vertices on 3D shapes

1 Match the shapes to the faces.



2 Complete the table.

Shape	Name	Number of faces
		
		
		
		

3



My shape has one curved surface.

What shape is Jack describing? _____

4 Match the description to the shape.

1 circular face and
1 curved surface



2 circular faces and
1 curved surface



4 triangular faces



5



A cube is the
only 3D shape with
6 faces.

Alex has made a mistake.

Name another 3D shape that has 6 faces.

6 Dexter has 5 of the same 3D shapes.



In total, my
shapes have 10
circular faces.

What shapes has Dexter got?

Dexter has got 5 _____

7 Dora wants to put a sticker on each face of
some cubes.

She has 60 stickers.

How many cubes can she cover in stickers?

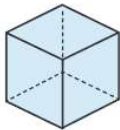
Dora can cover cubes in stickers.

2 Complete the table.

Shape	Name	Number of edges	Number of faces

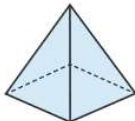
1 How many edges does each shape have?

a)



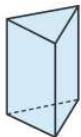
edges

b)



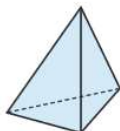
edges

c)



edges

d)



edges

3

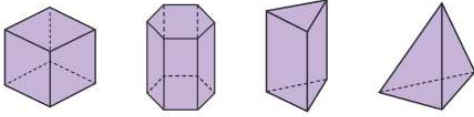


3D shapes always have
more edges than faces.

Do you agree? _____

Why?

- 4 Use the clues to label the shape with the correct letter.

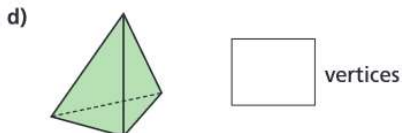
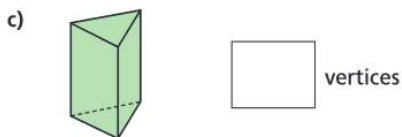
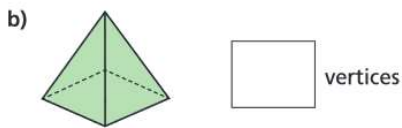
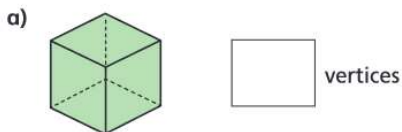


- Shape A has an odd number of edges.
- Shape B has the most edges.
- Shape C has the same number of edges as a cube has faces.
- The edges of shape D are all the same length.

- 5 Write the name of two 3D shapes that have the same number of edges.

_____ and _____

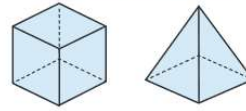
- 1 How many vertices does each shape have?



6

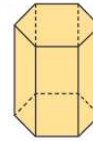


A cube has 6 faces and 12 edges, so a square-based pyramid must have 5 faces and 10 edges. The number of edges is always double the number of faces.



Do you agree with Teddy? _____
Why?

- 7 This hexagonal prism has 18 edges.



How many edges do you think a pentagonal prism has?

Why do you think this?

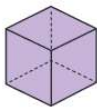
- 2 Complete the table.

Shape	Name	Number of vertices

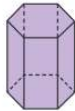
Write the name of a different 3D shape with no vertices.

- 3 Write the shapes in order of the number of vertices.

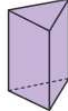
Start with the shape that has the fewest vertices.



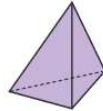
A



B



C



D

fewest

most

- 4 Complete the sentences.

more

fewer

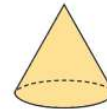
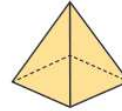
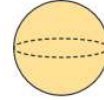
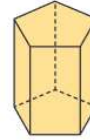
- a) A cube has _____ vertices than a sphere.
- b) A sphere has _____ vertices than a cone.
- c) A triangular prism has _____ vertices than a cuboid.

- 5 Match each shape to the correct label.

< 5 vertices

= 5 vertices

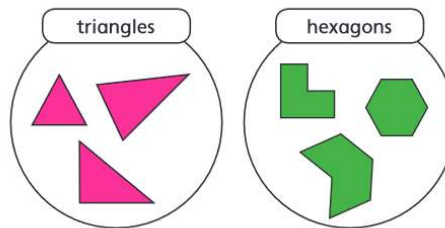
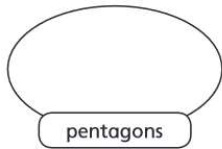
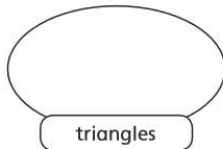
> 5 vertices



Lesson 3: Week 8 (w/c 15th June) lesson 3 - Sorting 2D and 3D shapes

- 3 Eva sorts some shapes.

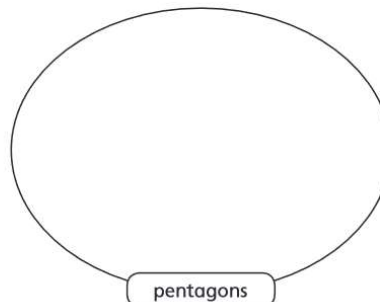
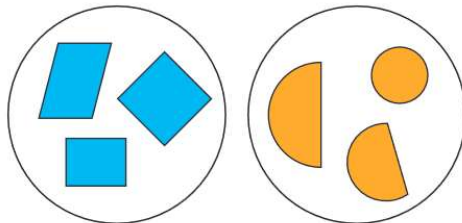
- 1 Draw lines to sort the shapes into groups.



- a) Is Eva correct? _____
How do you know?

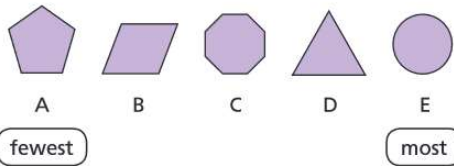
- b) Draw a group of three different pentagons.

- 2 How have the shapes been sorted?



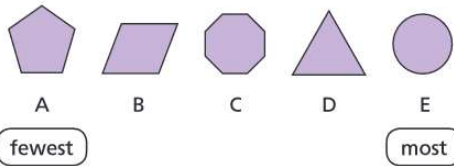
- 4 a) Sort the shapes in order of the number of sides.

Start with the shape that has the fewest sides.



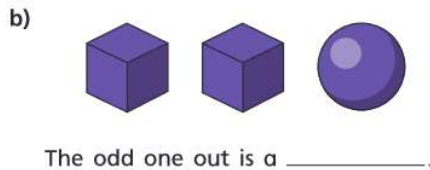
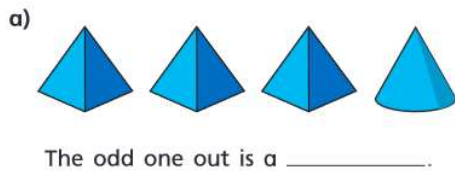
- b) Sort the shapes in order of the number of vertices.

Start with the shape that has the fewest vertices.



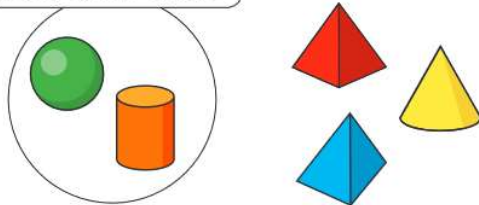
- c) What do you notice about your answers to part a) and part b)?

- 1 Circle the odd one out in each group and complete the sentences.



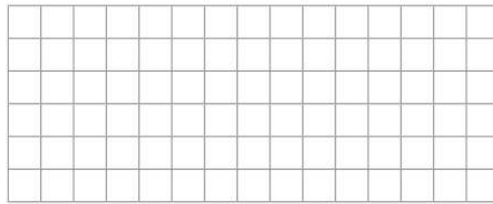
- 2 Tick the shape that could go in the group.

has a curved surface

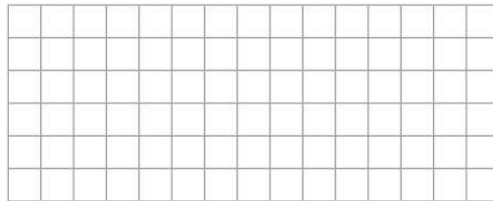


- 5 Draw three different shapes in each group.

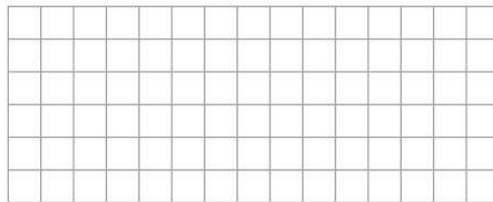
shapes with 4 sides



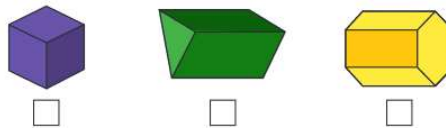
shapes with an odd number of vertices



shapes with an even number of sides

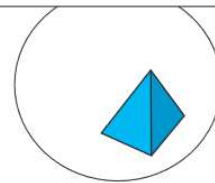
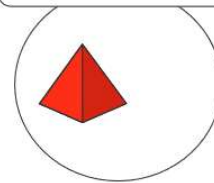


- 3 Tick the shape that could go in both groups.

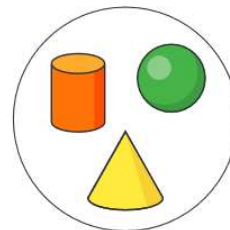


odd number of faces

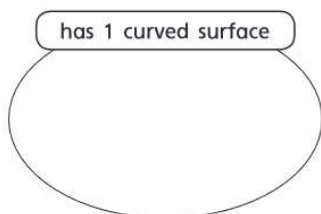
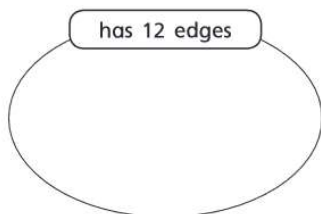
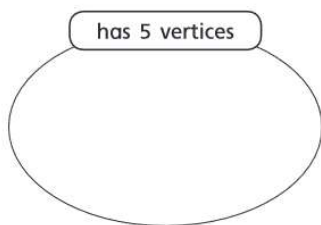
even number of vertices



- 4 How have the shapes been grouped?

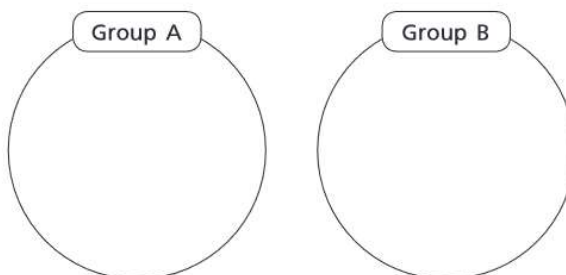
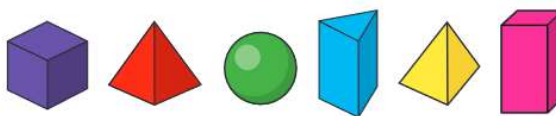


- 5 Write the name of a 3D shape that could go in each group.



Can you think of any other shapes to go in each group?

- 6 a) Draw lines to sort the shapes into two groups.



- b) Give each of your groups a label.

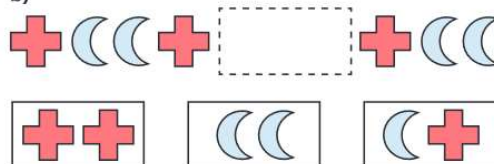
Group A: _____

Group B: _____

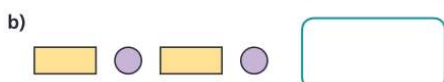
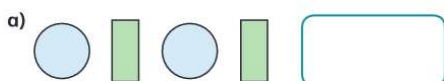
Compare answers with a partner.

Lesson 4: Week 8 (W/C 15th June) Lesson 4 - Patterns with 2D and 3D shapes

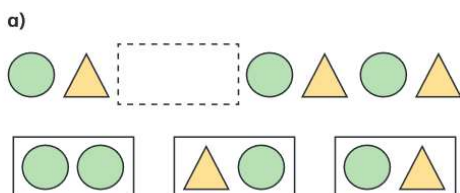
b)



- 1 Draw the next two shapes in each pattern.



- 2 Tick the shapes that fit in each pattern.

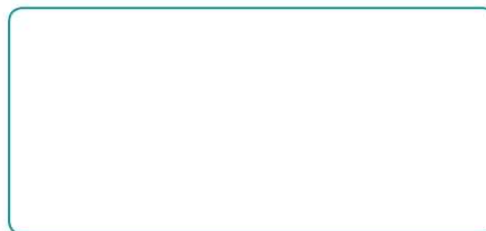


3



My pattern goes:
circle, triangle, square,
then it repeats.

- a) Draw the first 9 shapes in Rosie's pattern.



- b) What is the name of the 10th shape in the pattern?

- c) What is the name of the shape to the right of the 5th shape?

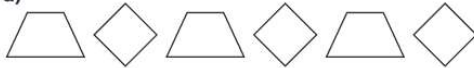
- 4 Mo makes a pattern using 4 rectangles, 4 triangles and 4 circles.

What could Mo's pattern be?

Draw two different possibilities.

- 5 Draw the 10th shape for each pattern.

a)



b)

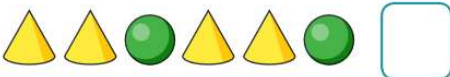


- 1 Draw the next shape in each pattern.

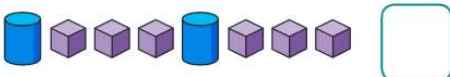
a)



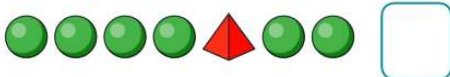
b)



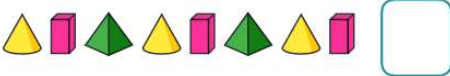
c)



d)



e)



- 6 Write your own repeating pattern of shapes.

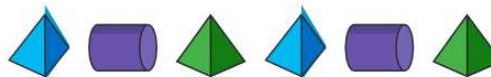
For example: circle, rectangle, rectangle, circle, rectangle, rectangle ...

Swap with a partner and draw each other's patterns.

- 7 Draw a shape in each box to make a repeating pattern.

You may want to practise on a whiteboard.

- 2 What is the name of the 3rd shape in the pattern?



- 3 Here is a pattern made with 3D shapes.

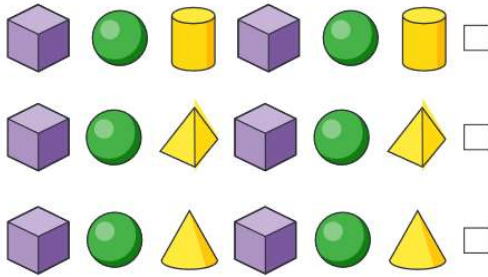


- a) Write the name of the 4th shape in the pattern.

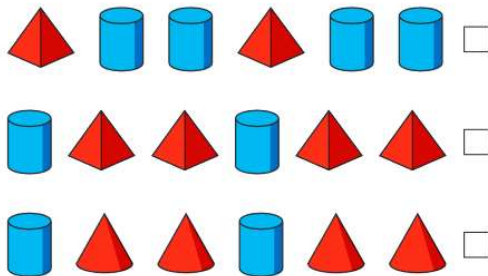
- b) What would the 13th shape in the pattern be?

4 Tick the row that shows the pattern.

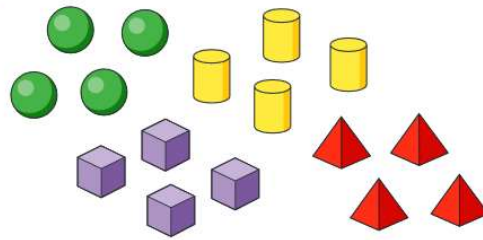
a) cube, sphere, cone, cube, sphere, cone



b) cylinder, pyramid, pyramid, cylinder, pyramid, pyramid



5 Eva is making a pattern using these shapes.



a) What pattern could Eva make?

b) Can you arrange Eva's shapes to make a symmetrical pattern?

c) Compare answers with a partner.

Reading all of the reading that your child does is valuable. From reading their reading books to recipe books and non-fiction books and everything in between. Please keep a record of the reading you are doing in your child's reading record.

A reading activity has been set on Purple Mash with linked activities.

English:

This week we are continuing to write our stories using Why Elephant has a Trunk. We are writing two to three super sentences each day based on a plot point that happens in the story. This week we are focusing on plot points 5 - 8. You can watch the story on YouTube:

<https://www.youtube.com/watch?v=zR-BTNarEI>

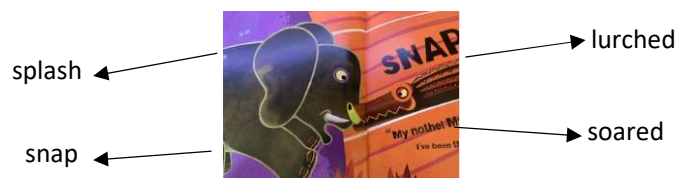
Please send us your super sentences each day by uploading them to the blog or emailing them to using the class email address. You can type your sentences or take a photo of your handwritten work.

If you are finding the pictures a little small then you can find larger versions on our class blogs.

Monday: Plot point 5 - Crocodile bites Elephant's nose

Sentence 1

1. Look at this picture of Crocodile biting Elephant's nose. Collect words to describe the sounds and actions using onomatopoeia.



2. Write your own action sentence using an onomatopoeic word and an exclamation mark. E.g.
Suddenly, Crocodile leapt from the water. Splash!

Sentence 2

1. Imagine you are Elephant and your nose has been bitten! What would you say? How would you get help/attention? Collect and gather words and phrases. E.g. help, assistance, snapped, grabbed etc.
2. Write your dialogue sentence for what Elephant says at this point in the story. You need to use an exclamation mark and the past tense too. Watch out for the past tense spelling rules when adding 'ed' E.g. **"Help! My nose! I've been snapped and bitten!" cried Elephant.**

Children in KS1 do not need to use speech marks.

Tuesday: Plot point 6 - The animals realise Elephant has been bitten

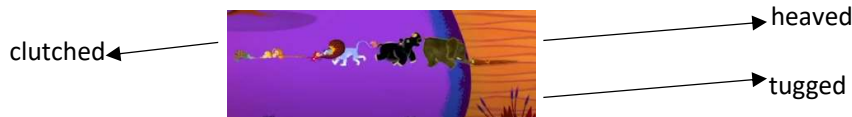


Sentence 1

1. Imagine you are one of the other animals. What are you going to say as you wake-up and see Elephant has been bitten? What are you thinking? What are you going to do? Collect words such as shouted, rushed, quickly, concerned, worried etc.
2. Write your own action sentence to explain what the animals do. You need to include past tense verbs and the co-ordinating conjunction 'and.' E.g. **The animals heard Elephant shouting and they rushed quickly to help him.**

Sentence 2

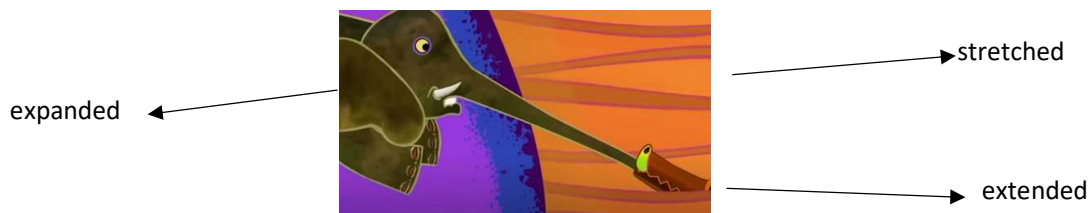
1. What are the animals doing in this picture? Gather words and phrases to describe their actions.



2. Write your own action sentence using repetition. You could repeat the same word or use 3 synonyms. Make sure you use commas to show your list. E.g. **The animals pulled, and they tugged, and they heaved.**

Sentence 3

1. What has happened to Elephant's nose in the picture? Collect and gather words and phrases to describe what the nose looks like.



2. Write your own sentence using repetition to describe what Elephant's nose looks like now. You need to use commas in a list and an apostrophe to show possession. E.g. **Elephant's nose stretched, and stretched and stretched.**

Wednesday: Plot point 7 - The animals end up in a heap

Sentence 1

1. Look at the picture of the animals after they manage to pull Elephant free. How can we describe how they have landed? Can you think of some onomatopoeic words?



2. Write your own sentence about how the animals landed. You need to use onomatopoeia and an exclamation mark. E.g. **Thud! All the animals landed in a great heap!**

Sentence 2

1. Look at this picture of Elephant's nose. What do you notice? What does it look like? How could you describe it? Collect and gather words and phrases.



2. Write your own sentence describing Elephant's new nose. You need to use repetition, commas in a list and an apostrophe for possession. E.g. **Elephant's nose was now very stretched, very long and very wiggly!**

Sentence 3

1. What do you think Elephant might want to do with his new nose? What might he be thinking? Gather your words and phrases. E.g. Will it...? Might it...? Can I now wash? Can I now squirt water?
2. Write your own sentence about what Elephant is thinking using a question mark. E.g. **Hmmm... I wonder, thought Elephant, will I now be able to wash?**

Thursday: Plot point 8 - Elephant uses his trunk

Sentence 1

1. Look at this picture. How could you describe the water? How could describe the action? What verbs can you think of?



2. Write your own sentence using interesting verbs and adjectives to describe what Elephant is doing. E.g. **Elephant squirted the cool water all over his back and had a lovely refreshing shower.**

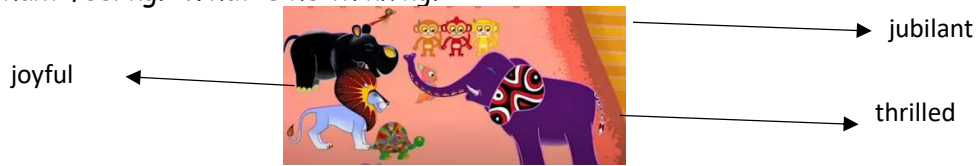
Sentence 2

1. Imagine you are Elephant. How do you feel now you are clean? What do you say? What are you thinking? Gather your words and phrases to describe this moment. E.g. excitedly, happily, thrilled, jubilant etc.
2. Write your own dialogue sentence for what Elephant says now he is clean. Use an adverb in your sentence and remember to use your spelling rules for adding the suffix 'ly.' E.g. **"Look!**

"I'm clean and I no longer smell!" shouted Elephant excitedly. *Speech marks are not required to be used in KS1.*

Sentence 3

1. Look at this picture. What words and phrases can you gather to describe this? How is Elephant feeling? What is he thinking?



2. Write your own dialogue sentence using an interesting verb and adverb. Try to use an exclamation mark too. Remember to use your spelling rules when adding the suffix 'ly.' E.g. **"I can even blow my own nose!" trumpeted Elephant cheerfully. Elephant was delighted with his new nose, which he decided to call a trunk.** *Speech marks are not required to be used in KS1.*
3. Finish your story with the sentence 'And that's why Elephant has a trunk.'

We look forward to seeing your super sentences each day and putting together the completed story.

SPAG

Spelling

Children need to be really familiar with these words. They need to be able to read them fluently and spell them. As we are not sending weekly spelling lists, we think it would be beneficial for children to continue practising their common exception words. The children are familiar with a range of strategies to help them learn spellings such as rainbow writing, quick write/speedy spelling, drawing the shape around the word, writing the part that tricks them in another colour.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Common Exception Words

b y c d w f g h i j k s
m y o p h r s t u v f o
y z a b e d e f g h r m
k l m n r p a s k t i e
h x y z e b c d e f e h
e j k l m n o p q r n o
r v w x j z c b c d d n
e h i j k l o v e p q c
s t h e r e m z a b c e
e f g h i j e l m n o p
q r s t u v w x y z a b
c d e f g h i o n e m n

by
my
here
there

where
love
come
some

one
once
ask
friend

Common Exception Words

d o o r d f l o o r y s
h w f r b e h i n d w z
p z i s c d z f g h c j
o l n n o p q r s t h v
o x d m z z c w z f i h
r j k i n d o i q r l t
e v w n s z a l j d d f
g j i d k z m d o p r z
c l i m b x y z a b e d
z f g h c h i l d n n p
q r t z d j y x z z a b
b e c a u s e j k z m n

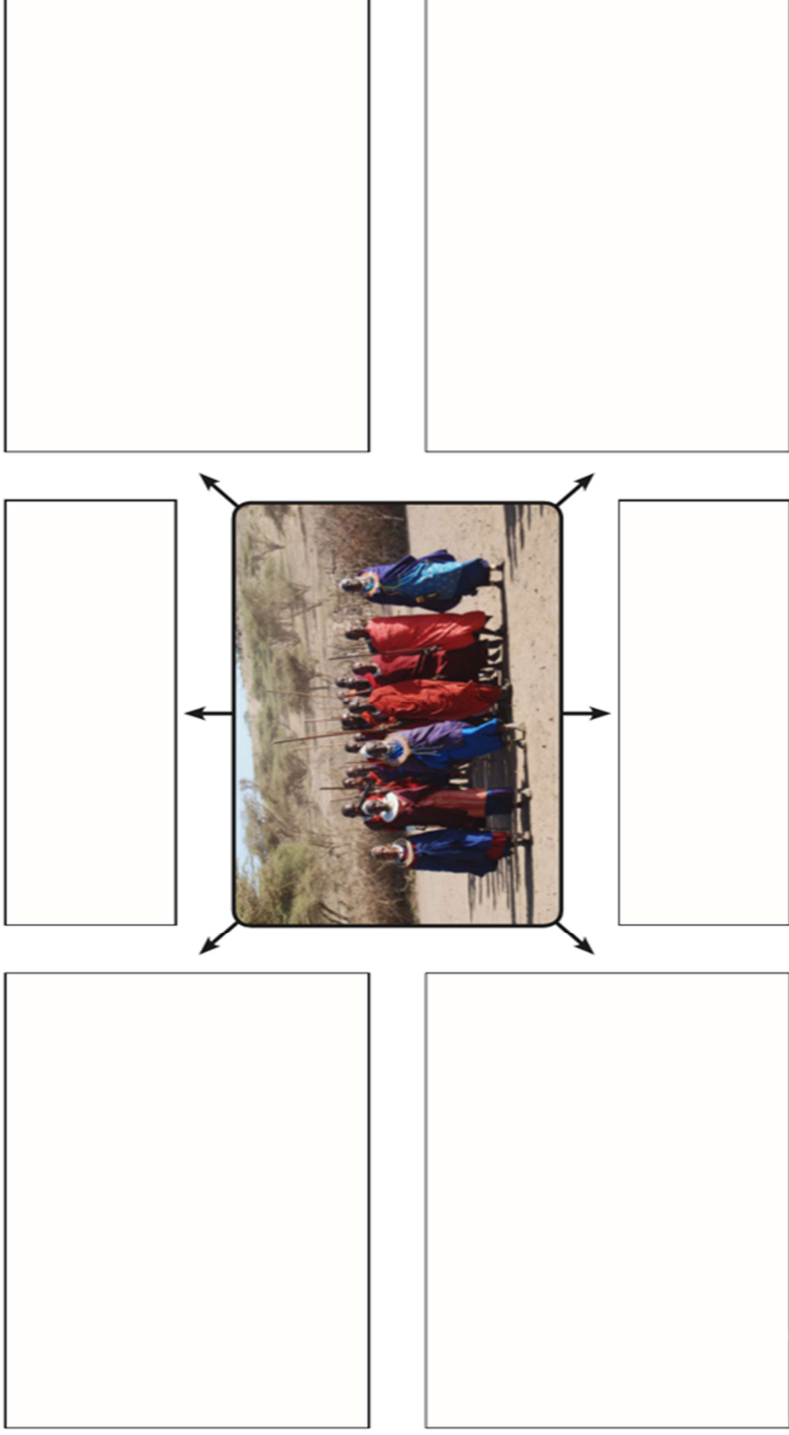
door
floor
poor
because

find
kind
mind
behind

child
children
wild
climb

Geography:

As you know, this term we are exploring Africa. This week we are going to be learning all about the Maasai tribe. We have attached a PowerPoint onto the class blog and would like you to read through it and complete the sheet below. We would like you to write down all you have learnt about the culture of the Maasai tribe. You could write sentences to explain their culture with a picture underneath.



How is the culture of the Maasai tribe different to my culture?

Art/DT:

The Maasai tribe who live within in African savannahs where they use the land as their home. They live in mud huts made by the Maasai women which are made from mud, sticks, grass and cow dung.

This week we would like you to create your own hut for the Maasai tribe to live in.

Below is a set of instructions you could follow:

Supplies

- Black card sheets
- White paper
- Black marker or felt tip
- Felt tip pens
- Stapler
- Paper plates
- Small sticks or raffia
- Scissors and glue



- 1 Using white paper, draw simple geometric shapes the length of the paper with a black marker or felt tips like the pattern on the right.
- 2 Glue the geometric shapes you have drawn onto the black card, then roll the black cardboard into a cylinder shape and staple to secure.
- 3 To make the roof, take a paper plate and cut in a straight line to the centre of the paper plate. Fold around the edge to make a cone shape and staple.
- 4 Next, on the top of the cylinder, cut 1cm slits all the way around the rim and bend outwards.
- 5 Then staple or stick the paper plate roof to the cylinder.
- 6 Gather small twigs or use raffia and gather into bunches, snip the ends to make sure they are the same length and stick to the paper plate.
- 7 Your hut is now complete! You could make a Maasai small world role play area with lots of mud huts and small world animals together.



We look forward to seeing the creations you have made on the class blog or the class email.

Remember we love to see what you have been doing and you can share anything you have been doing with us through the class blogs or class email address.